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longuement, et la tendit à Sigognac, après y avoir mis furtivement un baiser. Comme elle fleur bon, maintenant! la chaleur de mon sein lui fait exhaler sa petite ame de fleur timide et modeste.—Vous l'avez parfumée, répondit Sigognac, portant la violette à ses lèvres pour y prendre le baiser d'Isabelle; cette délicate et suave odeur n'a rien de terrestre.—Ah! le méchant, fit Isabelle, je lui donne à la bonne franquette une fleur à sentir, et le voilà qui aiguise des *conceetti* en style marinesques . . . ” II. p. 174—English readers will think not of Marini but of Ben Jonson's song to Celia, “Drink to me only with thine eyes” which Gautier has unconsciously put into dialogue. There is no reason to suppose he knew Jonson, but the resemblance offers good proof of how steeped he was in the conceits of the time in which he has placed his novel.

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#### PHONETICS IN NEW YORK

February 7, 1921.

Managing Editor MODERN LANGUAGE JOURNAL:

The *Notes and News* of the January issue of the JOURNAL contains an item from New York City to the effect that two bodies of teachers in that city had voted to ask for the omission of the question on phonetics from the State examinations. This item is likely to mislead readers of the JOURNAL into believing that there is a decided opposition to the teaching of French on a phonetic basis with phonetic transcription in the high schools of Greater New York and of New York State. Nothing could be farther from the truth. There is a small body of teachers in New York City that is violently opposed to phonetics. The vote in the two associations mentioned in *Notes and News* shows merely what a determined minority can accomplish.

The same minority attempted its ‘coup’ in 1918, but failed to ‘put it across,’ thanks to Mr. Wiley, Chief of the State Examinations Division, who sent out the enclosed *Questionnaire to teachers of French* in the high schools of the State. Seventy-five replies were received from New York City, and one hundred and sixty replies from teachers of French in the rest of the State. In New York City, forty teachers were in favor of phonetics, thirty-two sent unfavorable replies, three were non-committal. Of the thirty-two opposed to phonetics, ten were native French, and had never studied phonetics; and thirteen were of other nationalities and had never studied phonetics: leaving only nine teachers with a self-confessed knowledge of phonetics opposed to phonetics. In the rest of the State, results were even more favorable: ninety-six favored phonetics (with phonetic transcription), forty-eight were opposed and sixteen doubtful or non-committal. Of the forty-

eight opposed, thirty-one had never studied phonetics, leaving a total of fifteen, with a self-confessed knowledge of phonetics who were opposed to the teaching of French on a phonetic basis with phonetic transcription.

If the New York City school authorities had been really desirous of finding out the real sentiment of the teachers of French on this question, they would have sent out a circular letter to the teachers, similar to the one which the State sent out in 1918. However, the State Education Department will doubtless supply the deficiency—and not allow itself to be stampeded by a few whose ignorance or self-interest is dictating a policy of reaction in the teaching of French pronunciation.

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NOTE BY THE EDITOR: The Questionnaire referred to in the preceding communication was designed for the purpose of getting definite information in regard to the academic preparation of teachers, whether they had had specific training in phonetics and under what conditions, whether they had actually made use of the phonetic approach to teaching pronunciation, whether they were in favor of this method of teaching pronunciation, with or without the use of phonetic transcription.